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|  | Focusing | Developing | Establishing | Enhancing |
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| school culture, ethos and values | * The school has a chosen set of values. * Character is mentioned within the School Improvement Plan * Values are displayed ‘ad hoc’ in school * Behaviour and attitudes expectations are linked to school values * Character questions used in interview questions for new appointments | * Values are used as ‘everyday language’ and used commonly in school e.g. assemblies * Character is key focus in School Improvement Plan and is led by a small team * Values are displayed around all areas of school and seen in some departmental areas * Staff use language of character to support improved behaviour * Character is part of a staff induction programme | * Values are prominent on website, prospectus, policies etc… * Character is a focus in all departmental or pastoral improvement plans * Character is part of 5-year strategic plan * Values are integrated into most areas of school and the environment looks good e.g. lack of litter * Staff and students have positive interactions with each other, linking values to good behaviour * Middle leaders are engaging with CPD around their own character and values and looking to implement in teams | * Whole school community is seen to actively embrace the ethos and values * Lessons have reference to character and in some cases explicit teaching of values ensure all staff and students are involved * Values are integrated into all relevant areas of the school. Students and staff are actively looking after the school e.g. litter pickers * Atmosphere of school is happy with all stakeholders thriving on high expectations linked to values across the school * All staff are engaging with CPD around their own character and staff become reflective on their own practice |
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| curriculum | * Character is delivered through a single programme e.g. PSHE, Penn resilience, mindfulness etc… * Assembly topics are sometimes linked to character values * Occasional themed days where character is referenced | * Character can be seen delivered in more than one area of the school * Assemblies regularly reference to character values * Tutor time is sometimes used to explore character values (note this may be through a reading programme) * Regular themed days linked to character | * Character is delivered explicitly throughout most subjects at KS3 in a meaningful and authentic way. * All assemblies are linked to character values * Tutor time is consistently used to develop character e.g. knowledge organisers used in tutor reading programme linked to values * Themed days are embedded into the school culture and link into community aspect e.g. fundraising for charities | * School has a co-ordinated SOW for the delivery of character lessons throughout all subjects in KS3 and some reference in KS4 * Opportunities are always seized upon for staff to weave character into lessons * Students can reflect on assemblies linked to their character * Students are fully engaged with tutor time e.g tutor reading programme and discussions around values explored in book * Students are totally immersed in themed days and understand the importance of community values |
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| LEARNING OUTSIDE OF THE CLASSROOM | * The school offers a variety of clubs/activities and some trips and is developing a pupil charter(enrichment) * Some students are involved in volunteering and service on an ad hoc basis * Some opportunities for students to take up positions of leadership e.g. student council organised and led by staff | * The school has a broad enrichment provision mapped against the values (UL charter). Students are encouraged to engage in the enrichment provision * The school has a programme for at least one-year group that encourages volunteering e.g. trips to care homes * School offers leadership roles beyond the student council and in each year group | * The school has a broad enrichment provision mapped against the values (UL charter) which meets the contextual needs of the school & the students * The school actively recruits students for the enrichment programme, removing any barriers for those not participating * School actively promotes volunteering and service across the school, and this is taken up across the year groups by some students * Leadership opportunities are tracked across the school and a large % of students have had an opportunity to lead in their time at school | * School tracks and monitors engagement ensuring there is a large uptake of students doing enrichment in and out of school * Students are acutely aware of the values they are developing with each enrichment opportunity * Students understand the importance of service and volunteering and the school systematically ensures there are opportunities for all year groups * Every student in every year group gets a leadership opportunity, and this is tracked and monitored by the school * Students understand that leadership develops their character |
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| KEY STAKEHOLDERS – WHOLE SCHOOL COMMUNITY | * The Governors are aware of the character programme * Staff are aware of the school values and the expectations of them have been delivered * Students know the school set of values and the expectations * Rewards/sanctions given based on values * Parents are aware of the character programme | * Governors receive an annual report on the schools’ character programme and are aware of the values of the school * Staff generally comply with expectations of them and will follow any resources given to them to deliver * Staff member assigned to lead on character (VP or AP) & Working party in place * Students can give broad definition of the school values and some different examples of showing these * Staff are starting to use character values when discussing positive/negative behaviour around school * Parents can articulate the values and support the school in the programme | * Governors are regularly reported to and understand the expectations in ethos and culture in the school – strategic plan shared with impact * Staff purposely model the behaviours expected, acting as role models and can discuss the values explicitly with students * Director of Character role in place to oversee operational aspect of programme * Majority of students can identify examples of values within different contexts e.g different lessons * Most students are exhibiting positive behaviours by embracing the school ethos and values – increase in rewards/decrease in sanctions * Parents attend workshops in school to help support the development of values at home | * A link Governor visits the school and challenges them on the programme, reporting back to the governing body * Staff are role models to all key stakeholders and actively seek opportunities to discuss values with students * Team of staff to implement character programme working with Director of Character e.g. leadership co-Ordinator, enrichment co-ordinator etc… * Almost all students are happy and flourishing and can link this to the character programme * Almost all students exhibit positive character values across the school and sanctions are low across the school * Parents look to be actively involved in the character programme at school e.g. character parental ambassadors |
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| COMMUNITY LINKS | * The school has some links with community establishments e.g. local charities/care homes/church etc… * The school has some limited business links where some visits or talks may happen * The school has limited links to Universities/apprenticeship providers and other Educational facilities | * There are regular events in the school calendar that are aimed at supporting local community e.g. fundraising events. These tend to be year group specific * Regular events with link with businesses but tend to be one- or two-year group focused * School has yearly events which promote these Educational links and understand how they can develop their values | * A large proportion of the school engage with community links e.g. charities and this is a two-way process and students understand the civic and moral values of doing this * Links to business are regular and planned e.g. work experience/talks etc. Most students understand the values they are developing through these * Working with other UL schools to support their character programme * There is a co-ordinated programme that involves large number of students – they are 2-way process e.g. visits to University, then University send lecturer to school. Students understand the values they can develop through further education | * There are joint planned projects (true partners) which link in with the community. All students understand the civic and moral values of doing this * Joint planned projects with local businesses and woven into the extended curriculum. All students understand he values they are developing in these projects * Working with schools outside of UL to support their character programme including internationals schools * Work with other Educational providers is part of a long-term project and is run through every year group where aspirations are raised from Year 7. Students are given opportunities and are aware how character values help them progress into further education |
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